



Effect of Correlates Teaching Method on Skill Achievement in Some Basic Skills in Fencing among Third-Stage Students of Physical Education & Sports Sciences at Al Hamdaniya University

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Abstract: This study aimed to identify the effect of using of correlates teaching method on skill achievement in some basic skills in fencing among third-year students Department of Physical Education and Sports Sciences at Al Hamdaniya University, The authors used the experimental approach to its suitability and the nature of the research problem, and the research community consisted of students of the third academic year, The study sample included the students of the third stage were selected randomly by lottery divided into groups an experimental group and a control group, the experimental group studied the method of correlates teaching, The control group studied according to the method of their own teacher, the authors excluded the postponed and repeaters students and the sample of exploratory experiments, and thus the members of the research sample (28) students and by (14) students for each Group, as the teaching method for each group was determined randomly, either the exploratory experiment consisted of the research sample of (8) students and non-participants in the two research groups, and the educational program included (8) educational sessions, The period of one educational session was (90) minutes, and the authors used the following statistical methods: (mean, standard deviation, (t) test for independent samples) by statistical bag (SPSS), and the authors concluded that the method of teaching correlates was better than the traditional method of skill achievement, so the authors recommend emphasizing the use of correlates teaching method in teaching fencing.

Key words: correlates teaching, basic skills, fencing.

1. Introduction:

The modern educational view of education focuses on the student and considers his participation the focus of the educational process, unlike what was this view before the twentieth century, which considered the teacher who represents the positive role in the educational process, that the way followed by the teacher and all his methods and activities work to attract the attention of students, and make them want the scientific material, and are eager for it, and is considered the basis for the teacher's success in his teaching work, in delivering the scientific material to students, through presentation and delivery Information and knowledge of students, and the role of students was limited to listening and memorization only, but the field of education and the educational outlook witnessed a great development during the twentieth century, this development was reflected in the teaching methods used, And on the multiple methods and educational means in order to achieve the educational goals as well as the curricula have been reviewed as required by the actual need and according to the development of society. Many studies have indicated good results when using this correlates method to improve the skills of learners, and there are a number of educators, teachers and authors who use this method as supporting active education. The importance of the method is shown through the success of the teacher in his work and the extent to which students benefit from his work, and multiple studies and research confirm the effectiveness and efficiency of the correlates teaching method in overcoming learning difficulties in general, as well as in learning general skills, or in personal qualities, The importance of the correlates teaching method is as follows:

1. Helps the teacher in classes with large numbers and different levels of achievement to achieve learning goals.
2. Reduces the burden on the teacher and helps him direct his activity to interact with students.
3. It makes learning centered on the learner and not on the teacher so that the learner becomes more involved in the learning process.

Based on the foregoing, the importance of research in preparing an educational program using the method of teaching correlates in learning some basic skills in fencing. the follower of teaching fencing notes that some students need to accompany the lesson of the material to them to learn skills and this causes effort and fatigue for the teacher of the subject because of the large number of students in one class, from here emerged the problem of research in finding a method that reduces the effort on the shoulders of the teacher and holds the student more responsible towards his colleagues and towards the material, and here lies the problem of research in standing on the impact of the use of this method (teaching correlatess) on the skill achievement of students of the Department of Physical Education and Sports Sciences In the fencing lesson .

Research objective: to figure out effect of using correlates teaching method on skill achievement in some basic skills in fencing among third-year students Department of Physical Education and Sports Sciences at Al Hamdaniya University.

Research hypotheses: There are statistically significant differences between the averages of the experimental group and control group scores in skill achievement in fencing.

2. methodology:

The authors used the experimental method for its suitability to the nature of the research.

2-1 Experimental design:

The authors relied on the design of equivalent groups with pre- and post-test for its suitability and research objectives, the research community consisted of students of the third academic year - Department of Physical Education and Sports Sciences-Hamdaniya University, for the academic year

(2023-2024), numbering (37) male and female students. The experimental group studied the method of correlates teaching, while the control group studied according to the method of the subject teacher. The authors excluded the postponed and repeaters students and the sample of exploratory experiments. Thus, the members of the research sample reached (28) students and (14) students for each group, and the teaching method for each group was determined randomly. The researcher conducted equivalence for the two research groups, for the purpose of reducing the internal variables that may affect the results of the research in a number of variables that may affect the dependent variable at the expense of the independent variable. They are (the chronological age of students, height, weight, and parity in some elements of physical fitness).

2-2 Educational program:

The educational program included (8) educational units, and the time of one educational unit (90) minutes and by one educational unit per week and the researcher presented the educational program according to the two methods to a group of arbitrators with experience and competence in the field of teaching methods and express their opinions and observations in the program.

2-3 Exploratory experiment:

The authors conducted the exploratory experiment for the educational program according to the method (correlates teaching) on a sample similar to the research sample and non-participants in the two research groups consisting of (8) students from the third stage in order to identify the most important obstacles and observations that may face the research method.

3-4 Application of the main experiment:

When the authors complete the requirements for conducting the experiment of the preparation of groups and achieve parity between them and determine the scientific material, the teacher of the article taught the two research groups, and used in teaching the experimental group method of teaching correlatess using the worksheet that was prepared after taking the opinion of experts and arbitrators in the competence of teaching methods, while used in teaching the control group traditional method.

2-5 skill achievement tests:

The authors used tests where presented to experts and arbitrators and unanimously agreed on the following tests:

1. Progress movement test.
2. regression movement test.
3. movement of stabbing test.

2-6 Conducting a skill achievement test:

After completion of the teaching of the curriculum scheduled the authors applied the skill achievement test on the sample members for the purpose of measuring the variables dependent in the research where the use of the subject teacher in the Department of Physical Education and Sports Sciences and after the completion of the test was obtained final grades for the two research groups and conduct the necessary statistical treatments.

3. Results and discussion:

3-1 Presentation and discussion of the results of skill achievement:

Table (1) shows mean, standard deviation, and calculated value (T)

Test	Experimental group		Control group		Calculated (t)
	M.	st.d	M.	st.d	
Progress movement	12.21	1.36	10.78	0.89	3.27
regression movement	11.42	1.28	9.85	0.86	3.79
movement of stabbing	12.28	1.38	11.07	0.82	2.81

* Significant at error ratio (0.05), and freedom degree (26), at Tabular value $T = 1.706$

According to Table (1), the hypothesis of statistically significant differences between the experimental group and the control group in skill achievement and in favor of the experimental group is accepted. The authors attribute the reason for this to the difference in the pattern of the two teaching methods used in terms of the characteristics and advantages of each method that was reflected on students and the availability of the necessary educational opportunities for each group. The authors also believe that the method of teaching correlates in which the student is not restricted by the orders of the teacher, but gives a large part of the teacher's role in teaching the colleague in giving information and receiving it from the student, which led to an increase in positive interaction and dealing more seriously with the skill that affected the level of their learning and social interaction. The importance of repeating performance by the learner and using motor models in front of other learners helps to learn skills, the method of correlates teaching would raise the needs that traditional education tends to ignore.

Conclusions:

Through the results reached by the authors concluded that the method of correlates teaching was better than the traditional method of skill achievement.

Recommendations:

The authors recommend emphasizing the use of correlates teaching method in teaching fencing.

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